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ABSTRACT

This paper examines how a developmental growth model of teacher preparation emphasizing self-assessment and reflection is being implemented in a liberal arts professional education sequence. It discusses how the effort offers opportunities for preservice teachers to self-monitor and reflect on their beliefs and practices regarding teaching and learning in both entry level and advanced courses and in student teaching. Examples of assessment tools used to evaluate preservice teachers' progress in these classes are provided and critiqued for their effectiveness in facilitating preservice teachers' progress regarding skills, attitudes, and attributes deemed essential for professional success. The discussion of assessment tools focuses on: syllabus arrangement, the Tell the Truth midterm and final evaluation of course participation, competency checklist, field experience evaluation, and the student teaching semester (presentation and portfolio). Five appendixes contain the Educational Psychology syllabus, the Tell the Truth Participation Point Assessment, the competency checklist, field experience evaluation forms, and professional portfolio and presentation evaluation. (Contains 19 references.) (SM)

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ED 481 732

The Transition from Student to Teacher: Developing a Self-Assessment Culture for Professionalism in Teacher Preparation Programs

October 30, 2003

By
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One of the most difficult challenges facing teacher educators is evaluating the knowledge, skills, and attributes necessary for professional growth and responsibilities during teacher preparation coursework. How do preservice students learn the skills of self-assessment and goal setting to foster their personal growth? How can professional preparation be assessed using INTASC principles and reflective growth portfolios? The purpose of this session is to describe efforts at Gettysburg College to promote reflection and self assessment techniques throughout our program, including an exit reflective teaching portfolio and presentation evaluated by INTASC professional teaching standards and principles.

A key element of educational reform during the past two decades, both nationally and at the state level concerns the preparation, credentialing, and continued professional growth and development of teachers (Darling-Hammond, 1999). Recent studies have documented the role of teachers in affecting the quality of teaching and learning in classrooms (Sanders and Rivers, 1998; Wenglinsky, 2000). Not only is effective teaching at the heart of student learning, it is also a factor in the failure of school reforms. For these reasons the stakes are high for students; their learning may be directly enhanced or damaged by the quality and effectiveness of their teachers' practices. As a result, teacher preparation programs must develop highly qualified teachers with appropriate knowledge, skills, and dispositions to foster learning for all students (Darling-Hammond and Sykes, 1999).

At Gettysburg College the Education sequence is based on the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and the Pennsylvania Professional Educator Program Standards and Guidelines. We incorporated these standards into our professional education courses as a basis for assessment of our preservice teachers. Gettysburg College is a small, liberal arts institution enrolling about 2300 students and certifying approximately 40 student teachers per year. At Gettysburg College, the faculty is "committed to preparing our students for the opportunities of this changing world. Our founding principles embrace a rigorous liberal arts education that fosters a global perspective, a spirit of collaboration, a dedication to public service, and an enriching campus life. We believe that this approach to education instills in Gettysburg College students a life-long desire for learning, a drive for discovery and contribution, and a compassionate respect for others and our world." (Gettysburg College catalog, p. 2). Familiarity with the liberal arts takes the learner to the heart of the ethical dimension of life, and it enables the learner to see consequences that make him or her responsible for action.

In the professional education sequence of classes including Educational Psychology, Social Foundations of Education, Elementary and Secondary Pedagogy and Content Methods courses and Student Teaching, we aligned our curriculum with the principles developed by INTASC:

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

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- The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- The teacher plans instruction based upon the knowledge of subject matter, students, the community, and curriculum goals.
- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- The teacher is a reflective practioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.
- The teacher fosters relationships with the school, colleagues, parents and agencies in the larger community to support students' learning and well-being.

This paper identifies our efforts to align INTASC principles with a variety of assessment tools to evaluate key attributes such as integrity, responsibility, self assessment, reflection and professionalism in both campus life and field experiences. Because a cornerstone of our program is the development and practice of high-level reflective thinking, we require our preservice teachers to identify their individual strengths, evaluate their personal growth and weaknesses, and to consider a personal plan for professional renewal as they proceed through the professional education sequence. The capstone experience in the Education department, student teaching, requires a summative assessment of the professional and personal growth of our students through a reflective teaching portfolio and performance presentation at its conclusion. Embedded in this assessment process lies the opportunity for faculty to identify program strengths and weaknesses through students' performances, artifacts, and reflection. This paper describes the assessment tools that we are using and how we believe they have contributed to a culture of developing professionalism. We will describe their effectiveness for evaluating our students' professional growth in the teacher education program as well. Our work is guided by the following questions:

- How do assessment tools guide preservice teachers in developing self-assessment practices and professional goal setting?
- How well does the summative portfolio assessment and presentation demonstrate the student's personal growth and higher level reflection on practice?
- How do these assessments inform departmental practice in evaluating and refining the components of our teacher certification program?

A current teacher education yearbook (ed. McIntyre & Bird, 2000) identifies constructivist theory as a primary concept behind change at all levels of education, citing its emphasis on active student and teacher involvement in making meaning, solving problems, and using assessment procedures that focus on application. According to Kochan (2000), constructivist models of teacher education should focus on moving teachers from conceiving of themselves as those who solve subject matter problems to those who view themselves as problem solvers who continually inquire about their teaching and their students' learning. In order to become teacher professionals then, students must practice reflection and analysis of their classroom practices in order to improve their practice and grow as professionals (Brubaker, Case, & Reagan, 1994; Shon, 1983, 1987; Dewey, 1916). As Guyton, Rainer, & Wright (1997) note, those who are learning new skills within a profession must have the opportunity to construct their own knowledge as a part of the learning process.

Constructivist philosophy poses new challenges to the art and science of student assessment. According to Wineburg (1997), traditional assessment practices reflect an emphasis on an individual's progress. However, with Vygotsky's theoretical contributions that identify higher mental functioning as social in origin, an individualistic, solitary assessment emphasis has been reframed. As a response, alternative approaches to assessment are now being designed including those that change teacher

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assessment practices. For example, with the implementation of teaching portfolios for assessment of teaching performances and practice, the contextual nature of teaching rather than a student's individual scores on scantron PRAXIS tests are considered as measures of effective teaching. Additional support for using teaching portfolios as assessment tools is provided by the National Board of Professional Teaching Standards (NBPTS). Because their mission is to establish high and rigorous standards for what accomplished teachers should know and do, the popularity of the national certificate has grown exponentially and the number of teachers seeking national board certification has doubled since its inception in 1987 (www.nbpts.org). In order to prepare preservice teachers authentically for continued professional growth and development, it seems important to provide experiences for students to construct teaching portfolios as part of their professional preparation. As Wolf and Deitz (1998) assert, "The learning portfolio is the best choice when the goal is to stimulate and strengthen teachers' reflection and practice" (p. 19).

Preparing teachers to assume the complexities of classroom practice demands that professional preparation include the development of professional self-reflection skills. Houston and Warner (2000) discuss how preservice teachers must first understand their values before they can be successful mentors for their own students, concluding that good teachers must be introspective and must engage in self-critique. During the teacher preparation sequence, then, it seems imperative to assist students in becoming more responsible for evaluating the strengths and weaknesses of their own performance. The professional literature provides support for the belief that assessments should create in our students intrinsic learning opportunities that are monitored internally and that provide a personal interpretation of academic expectation and performance (Stiggins and Knight, 1997).

This paper examines how a developmental growth model of teacher preparation emphasizing self assessment and reflection is being implemented in a liberal arts professional education sequence. We discuss how we have implemented opportunities for preservice teachers to self monitor and reflect on their beliefs and practices regarding teaching and learning in both entry level, advanced courses, and in student teaching, the last course in the professional education sequence at Gettysburg College. Examples of assessment tools used to assess preservice teacher progress in these classes will be discussed and critiqued for their effectiveness in facilitating preservice teachers' progress regarding skills, attitudes, and attributes deemed essential for professional success.

Discussion of Assessment Tools

We created several tools for the entry-level classes in the teacher education program which assist students' efforts at self regulation of their progress toward the INTASC principles. We require students to view all courses in the teacher education sequence as their entry into the profession, and therefore, as a faculty, we challenge our students to make progress toward the standards in each course and to meet these standards by the completion of student teaching. We build in self-checks and instructor assessments at both entry and culminating coursework levels to determine student progress. The following section discusses these assessment tools and explains how they are used in our program to accomplish our purposes.

Syllabus Arrangement

All courses in the teacher education sequence include the INTASC standards and how they will be assessed on the course syllabus. The INTASC principles and the concept of high level reflection (Sparks-Langer et al, 1990) is a topic for discussion, along with the course syllabus overview, on the first day of class. The syllabus is arranged so that students see how course assessments align and support INTASC principles (Appendix A). Much of the research discusses the developmental nature of reflective thinking (Sparks-Langer & Colton, 1991), and an early discussion of the concept of high level reflective thinking offers the widest window for practice of the skill. Students regularly practice reflection skills as closure in the class as they reflect on the day's lesson and its application for their personal professional practice. We read their reflections, giving general feedback to the class designed to advance reflective thinking skills to higher levels, and collect their reflections in a portfolio that is returned to students later in the course. As well as providing a quick overview of course content, these mini-portfolios provide a developmental record

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of personal growth in reflection. A theme identified in student comments demonstrate awareness regarding how much their reflection skills improved during the course of the semester:

- "In class reflections have made me aware of the importance of recording my thoughts and feelings at the conclusions of lessons and other activities that I do with my students."
- "After my observations, I spent a lot of time with my journal. I think I learned more about myself and my future in teaching by reflecting than by any book that I could have read."
- "I really feel that I have grown a lot since January, both in myself and in reflection skills. When reflecting I find myself considering multiple perspectives, moral/ethical considerations, linking to theory as well as asking myself questions."
- "Reflection has become a huge part of my thoughts now—I doubt I'll be able to NOT reflect on my practice as a teacher!"

Tell the Truth Midterm and Final Evaluation of Course Participation (Appendix B)

We emphasize that students should strive to be fully involved in the class, and in our discussions with students, we operationally define what it means to be a full participant in the Educational Psychology class, offering students evaluation points toward their final grade for their honest assessment of their progress. We ask students to assess themselves at midterm, and again at the conclusion of the class, monitoring their progress toward their personal goals. The form requires students to rate their behaviors and as they apply to performance in the class, to give evidence for their conclusions, and to set a goal for future performance. On the final evaluation, students are required to review the INTASC principles and the *Pennsylvania Code of Conduct of Professional Practice and Conduct for Educators* to comment on their personal progress toward meeting them as result of the coursework. Not only does this activity give students a concrete personal assessment of their efforts, it requires them to analyze how they will work to improve their participation. We consistently get feedback that indicates students believe the activity to be personally valuable. For example:

- "After reviewing the INTASC standards, I was amazed about how much I learned and how I have grown over the course of this semester. Through class time, observations, group discussions, and my out-of-class work, I have been able to understand more about children's learning processes, theories about such practices, and how teachers can help students develop both in and out of the classroom....I feel the INTASC principle that needs more development aside from #10, is #9. I must remember to assess myself and my choices and actions, or I will never become a more effective student (and future teacher) through in-class and out-of-class work."

- "One of the areas in which I think I have learned the most is on standard 9 of reflection; I never realized how important it is for teachers and how regularly (daily!) it must be done. Assessment (#8) is another area in which I feel I learned so much. I never realized how assessments need to be purposefully designed to evaluate progress toward objectives and that our objectives should even affect the types of questions we use. I have had so many teachers whose assessments stress memorization or just recognition even though I'm sure their objectives aimed for higher levels of learning than that. Understanding and accommodating diversity (#3) was another area in which I knew so little but learned so much, especially through my final project. I feel well equipped now with various strategies to foster learning with struggling and disadvantaged students. I also became much more conscious about the variety of instructional strategies that are available to me as a teacher and the strengths and weaknesses of each."

- "I think that this course and its emphasis on the INTASC standards has forced me to keep them in mind when tutoring, observing and even just working with my little brother (who is learning disabled). In the end this points me in the direction of further professionalism and appreciation of ideas."

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- "This is the only class I have ever been in where I have not missed a single day or did not "hide out" from class participation. This is, I feel, important because it shows that I truly care about everything I am learning and doing here. I participate more than most people in the class, I put my best possible effort in all assignments, and (most importantly) really learn from them. By now the INTASC standards are simply a way of life!"

Competency Checklist (Appendix C)

Field supervisors and faculty use similar forms to evaluate important constructs such as responsibility, integrity, enthusiasm, timeliness, oral & written communication skills, and reflective thinking. The tool is useful as an efficient checklist that identifies supporting evidence in combination with a Likert scale to rate strength of agreement. Field supervisors mail the checklist back to the department and the resulting evaluation becomes part of the student's departmental file available for review when the student applies for the privilege of student teaching. Faculty evaluations are useful for the Education semester review and focus on the students' performance in college coursework. The competency checklist becomes especially useful for defining and substantiating (or not) the professional attributes we consider important to demonstrate.

Field Experience Evaluation (Appendix D)

Pennsylvania certification requirements specify that preservice teachers complete 40 hours of pre-student teaching observations. We developed a list of focus questions that target the educational psychology curriculum concepts (Appendix D), and we emphasize our expectation that students will articulate reflections at levels 5, 6, and 7 as specified by Sparks-Langer & Colton's (1991) framework for measuring and examining the process of critical reflection:

Level Description (with example)

1 No description
(I gave my class a new seating arrangement.)

2 Simple, lay person description
(Students were talking, so I moved their desks.)

3 Labeling of events with pedagogical concepts
(I moved my students' seating to stop the side conversations among students and so they would pay attention).

4 Explanation using only tradition or personal preference
(To stop the side conversations, I think I will mix up boys' and girls' seating arrangements. I remember not being allowed to sit next to my friends in class.)

5 *Explanation of events with pedagogical concepts**
(I was wondering whether I should allow the conversations between students to continue rather than making a big deal out of it. However, I realized I was having trouble getting the attention of two students before giving directions. Knowing that attention is critical for any learning to occur, I realize that I will have to get the attention of these two students).

*6 Explanation using pedagogical principles and context**
(I noticed that two students were talking without permission while I was giving directions. Rather than punish these students for bad behavior, I wanted them to be reinforced for attending to my directions. So I tried moving their desks, and then I tried increasing my wait time before I gave directions.)

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7 *Explanation with ethical and moral considerations**

(After I reflected on my dilemma with the students having side conversations, I am rethinking my position on separating the boys and the girls. How could separating genders improve the students' self regulation and responsibility for social growth? In fact, I think I may be enabling students to continue their patterns of disrespect and irresponsibility because they are NOT monitoring their own behavior. If I want to have a democratic classroom in which students will take responsibility for their actions, I must include them in the problem solving process. I am taking the responsibility for the students' action when I police their behaviors by moving their desks and taking charge of the situation. Then students are behaving because I have orchestrated the right conditions. If I want them to self monitor, they will need to recognize their role and responsibility in the class for maintaining a positive learning environment. I am going to bring this up at Friday's class meeting.)

We also require that students participate actively in the small group discussion, connecting theory learned in class with practices observed in classrooms. We ask students to ask questions of the group, share impressions, and focus on developing skills for critical reflection by creating new understandings of teaching and learning that are based on both theory and practice. In this format:

1. Students from Educational Psychology classes are mixed in small groups of about 4-6 members.
2. Each group is assigned a group facilitator (an upper level student demonstrating the ability to be a high level reflective thinker in these classes). Facilitators have a strong grasp of course material and think reflectively at high levels about classroom experiences.
3. Groups meet outside of class three times in a semester (approximately once a month). Initially, the groups were videotaped, but later we discontinued the practice at the recommendation of the facilitators.
4. Participants bring their written journals to the discussion, highlighting their reflections about their school observations. Discussion about the field experiences is facilitated around course concepts and group observations. Facilitators check student journals at the start of the group meeting for connections to theory and reflective thinking at high levels.
5. At the end of the hour, the facilitators make anecdotal comments on the evaluation form regarding each group participant, and students use a similar form to self evaluate their progress and participation within the group and to set appropriate goals for future group discussions. These forms are submitted to the instructor.
6. Participants are encouraged to email the facilitator a reflection regarding some point of personal learning from participating in the group. The reflection provides a check on the level of reflective thinking and serves as a starting point for the final reflective essay.
7. The reflective essay is submitted to the instructor at the conclusion of the third group meeting. The essay requires students to make connections to theory as well as demonstrate first person reflective thinking at high levels on related topics. It provides students with an opportunity to reflect holistically on the field observations and small group discussions.

In this model, the facilitator evaluation, student self-evaluation, and reflective essay are considered in the evaluation process for the assignment as follows:

- Reflective thinking at high levels represented by response posting and facilitator feedback
- Timeliness of response posting
- Making connections between theory and practice in the written journal, and in small group discussion
- Discussion of insights gained that relate to your personal, professional practice
- Facilitator anecdotal comments & personal self-assessment goals and evidence

The field experience assessment is worth 30 points on the syllabus using the following scale: (Attendance at each group meeting is worth a maximum of 5 points, and the reflective essay is worth 15 points.)

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Student reaction to the discussion process taken from the comments indicates that students valued their learning from the activity:

- "Prior to taking education classes, I didn't give the idea of "reflecting" much thought. In my high school life, I only reflected when I was required to on tests, essays or evaluations. In fact, I considered it a chore that was restricted to and only worthwhile in academics. I can recall frequent times when I would sit staring at a blank sheet of paper trying to connect theories and facts to new experiences and to analyze them for essays. Usually, my creative ability offered me very little so my reflection was minimal. In college, my awareness of the importance of reflection was heightened while taking education courses. In these courses, I am encouraged to reflect on my experiences in the observed classroom and tie reflections to theories learned in class. By doing this, I am gaining a much better understanding of the material and its relevance in real life classrooms. Reflection to me is no longer a chore, but a valuable tool that I readily use. While observing classes, I write down notes that I will later analyze and try to make sense out of. I have learned that reflection is not restricted to academics, but also to a much broader cause, the success of my future teaching career."

- "I think reflection of what other people say and do has become more of an important concept throughout our meetings. While reflecting on your own situation is very beneficial, a lot can be learned by others' experiences. While sitting in the group sessions and listening to other people's observations and then their reflections on their observations, I really felt that I learned a lot. Each student had a completely different experience in our group, and all observed in different school settings. That provides a lot of situations to add to your personal knowledge for future teaching. Reflection seems especially important because it forces you to look back at what you do well and also what went badly. If you reflect on all the situations you encounter in life, look at how much more can be learned!"

- "Reflection means looking at yourself and how far you have come. It means looking at your growth and realizing that it was a process. There were steps involved that helped aid you in getting to where you are. When the semester started, I looked more at reflection as simply writing about what I did, rather than how I did it, and why I did it. That is the core of reflection—it's understanding, it's explanations, it's examination. Looking at reflection as a teacher, it is important because in reality even though we are "teachers," we are all still human beings, students learning about life. Just because we are in charge does not mean that we have stopped growing and learning. Each day in the classroom, we will learn about our students, we will learn what works with specific classes, and sometimes it is only afterwards when we are reflecting on the day, that we will realize the lessons..."

- "I have heard more of the "R" word this semester than I ever thought humanly possible. At first reflecting was something of an annoying requirement—simply writing down what you saw. Reflection has taken on a whole new meaning these past few months, though. When I reflect, I understand how what I have observed, experienced, or read might possibly affect me in the long run. I am forced to put myself in the same situation and make a decision as to how I would deal with it differently, if that's the case. Reflection and questioning ourselves might make us aware of something that we didn't even notice the first time around. I've begun to accept that reflection will follow me through my teaching career and will serve as a constant reminder to me to continue to improve myself as a person and a teacher...Many of my misconceptions about special needs learners have been addressed by these group discussions."

- "The discussion group has helped me to improve my reflection skills. Sometimes I tend to forget that reflecting can include a group discussion. Others in a group may bring up ideas that I may have not considered at first, but may prove to be helpful in the long run. It is always helpful to have many perspectives on one topic. This experience is wonderful for students observing in schools because it is so important to be able to come together and compare what happened in different classrooms. In a sense, everyone gets to visit many different classrooms instead of just one because of group sharing."

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- "[This student showed a real sense of humor and irony with this essay entitled "one last time…or not!] The subject is my lame attempt at a joke but has a purpose, sort of. I was writing the subject thinking, "ok, one last reflection." Then I thought about the fact that there is never a last reflection. I think that reflection comes in many forms and in many ways. Reflection allows us to step back and look at something from a different perspective [Selman's perspective taking]. When we reflect we examine ourselves, our styles, our comments, our techniques, everything that happened. Reflection also allows us as teachers to track our observations, vent our frustrations, seek solutions. We can later use our reflections to show progress, or changes, or to just remind us of something important. When we reflect we challenge ourselves to think critically about ourselves and our performance. We must evaluate ourselves and confront our problems. We must also connect what we've reflected on to prior knowledge and understandings. The reflection groups allowed us to share our experiences with others. The sharing of stories allowed us to get insight from our colleagues and we are able to see topics, theories, or ideas brought by our friends that we may not have found ourselves before the session. The sessions also allowed us to review ideas and theories that have been mis-filed in the office of our heads! For future consideration, I believe that these groups could be more often, perhaps 6-8 in a semester (1 every other week) but for perhaps a lessened time (45 minutes to one hour). This would allow us to talk about some of our issues in more detail and really dive into the reasons behind some of our ideas. For the first two sessions, we pretty much stuck to one theory. By the final session, we tried to get in a whole slew of new theories. It would just be nice to discuss all the theories the way we did the ones in the first two sessions."

Student Teaching Semester: A Culmination of Professional Growth (Appendix E)

Presentation

Our culminating assessments, a professional teaching portfolio and a half-hour presentation, are designed to assess a student's growth and mastery of the 10 INTASC principles, and to assist the faculty in identifying areas of effectiveness and flaws in our educational program. Instituted initially in 1998, the portfolio process is dynamic and evolving, but it has become an important part of the culture of our department, and it has effectively challenged our students to reach their highest potential. The presentation provides a wide audience of observers ranging from parents, college faculty, education professionals and colleagues, to student peers in a formalized setting. We compare it to a senior music recital or thesis research presentation; underclassmen completing the program are encouraged to attend and we publicize the event on campus. The presentations take place after student teaching is completed, but before the semester is over, usually during final exam week. Further, we print invitations to the presentations, photograph the student and videotape the presentation, and conduct presentations in a special campus location. All those in attendance of the presentations have the opportunity to give written feedback to the presenters regarding their presentations, and each semester our students conclude this assignment with feedback from attending guests. At the conclusion of presentations, students complete a brief formal reflection on the process. As a faculty we use student feedback to inform our practices regarding the implementation of the assignment. Scoring criteria for the presentations is constructed through discussions of students and faculty as part of the student teaching seminar; approximately one third of course points represent the portfolio and the presentation assignments. All presentations are graded jointly by faculty members in the department.

Portfolio

The portfolio assignment documents student mastery of the INTASC principles, critical reflection on selected artifacts, and a brief, articulated philosophy of education. In order for students to use their portfolios authentically as they interview for professional positions, we urge students to follow the less is more principle and to be highly selective regarding artifacts they include. Construction of the teaching portfolio is an open-ended and non prescriptive task, an initial problem for many of our students. Each semester our students tend to have some disequilibrium caused by the ambiguity of the assignment, but every semester this lessens, and they begin to accept that their portfolios are personal representations of

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their professional growth, and therefore no two are exactly alike. Portfolios are submitted for evaluation at the conclusion of the student's presentation.

Taken together, these two assessments are the capstone of our program, and they require a high level of reflection, critical analysis, written and oral performances of exceptional quality, and creativity. They are a celebration of student growth and we look forward to the presentations even though they require quite a substantial donation of faculty and student time. Even so, these assignments never fail to be rated as some of the most significant assessments of our students' undergraduate experiences. They allow a final opportunity for feedback between the student and faculty members before professional employment and as a faculty, we have a much better understanding of possible curriculum gaps from listening to our students' presentations, teaching stories, and classroom decisions. Our students appreciate the way the portfolio prepares them for interviewing and job searches, reporting that in reflecting on their student teaching experience, they were forced to consider what they believed significant about themselves as professionals. We have had considerable positive feedback from employers regarding the portfolio's usefulness during interviews.

Students feel challenged by framing their growth as teachers and learners, and these assessments provide students with confidence about their teaching skills. We also tend to hear positive comments from students about these assessments long after the semester's end. For example:

- "My portfolio worked magic in my job interview; the interviewers offered me a job on the spot!"

- "I have told many people, friends, relatives, and education professionals about my portfolio presentation. I cannot thank you enough for encouraging me to reflect on my experiences. It was without a doubt the most rewarding, fulfilling, and 'complete' thing I ever did in my years of study…You will probably never know how much I grew in that week of reflection."

Conclusion

Our program is centered on promoting a continuous process for nurturing the habits of mind necessary for professional success. To that end, we provide authentic and self-assessment opportunities requiring high levels of reflective thinking. Our students are required to connect theory with practice for the benefit of student learning and to place a high value on their personal professional growth through self-assessment activities integrated throughout our curriculum. In our institutional experience, the development of reflective thinking skills in the teacher preparation program have significantly improved the quality of our students' learning and their professional commitment to teaching. While it requires much from us as a faculty, none of us can imagine returning to our pre-portfolio program. We feel that working diligently to scaffold students' capacity for critical reflection throughout our program has provided the single most important impetus to preparing new professionals who are competent, visionary, and teacher leaders in their first professional teaching year.

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List of Appendices*

Appendix A.....Educational Psychology Syllabus
(Green)

Appendix B.....Tell the Truth Participation Point Assessment
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Appendix D.....Field Experience Evaluation Forms
(Educational Psychology Focus Questions)
(Facilitator Evaluation)
(Self Evaluation)
(Lavender)

Appendix E.....Professional Portfolio and Presentation Evaluation
(Orange)

*Appendices are coded by color indicated

Educational Psychology (EDUC 201)
Section A & B
Fall 03

Instructor:	Jonelle Pool, Ph.D.	Office Phone:	(717)337-6551
Office:	104 Weidensall Hall	Home Phone:	(410)875-6061

Email: jpool@gettysburg.edu

Office Hours: M 1:00–2:00; T 11:15-12; W 3:30-4:00, Th 8:30-9:30; & by appointment

Class Meetings:
Section A: T TH 10-11:15, Weidensall Room 110
Section B: T TH 1:10-2:25, Weidensall Room 112

Student Associate for Fall 2003:
Lindsay Morlock (email) morlli01@gettysburg.edu Phone:

Required Text: Ormrod, J.E. (2003). *Educational psychology: Developing learners* (4th ed). Upper Saddle River, NJ: Merrill.

Catalog Course Description:
The study of developmental psychological principles related to learning and cognition, and the personal, moral, and social development of the school aged child. The course also includes discussion of developmentally appropriate instructional practices, students with exceptionalities and teacher reflection.
For students registered in the teacher certification program

Questions to ponder during this course:
1. How do individual student differences affect instruction in a class?
2. Why are some students unsuccessful at school?
3. How can teachers motivate students?
4. How do students mature and develop academic skills?
5. How can teachers increase understanding of the material that is taught?
6. How should teachers structure lessons to increase student response to course material?
7. How can I use the principles of Educational Psychology to become a more effective learner?
8. How does reflection enhance teaching and instructional effectiveness?
9. How does reflection enhance student learning, metacognitive awareness, and self regulation?
10. How do the INTASC standards contribute to professional growth of preservice teachers?

Course Purpose and Goals:

The Gettysburg College Education Department has adopted the **Interstate New Teacher Assessment and Support Consortium (INTASC) standards** for teacher preparation, professional development, and licensing certification, and we will be using these standards to guide your learning throughout your study of education. We recognize that in order to undertake the complex work of teaching, new teachers must have first-hand opportunities to combine theory and practice as they examine how these factors influence learning and can be supported by teaching. If teachers are to develop new approaches to curriculum and

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assessment, work closely and effectively with parents and community agencies, and participate in shaping school policies and practices, they must be prepared to engage these responsibilities from a deep base of knowledge and experience. The model standards you must meet during your coursework at Gettysburg College are tied to the Pennsylvania Department of Education's standards for teacher certification, the emerging new INTASC standards for students and new teaching professionals, and to the conceptions of highly accomplished practice articulated by the National Board of Professional Teaching Standards (NBPTS). The ten INTASC standards listed below articulate what entering teachers should know, be like, and be able to do in order to practice responsibly and to begin the journey toward deepening the expertise that will enable highly accomplished practice as your career evolves:

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
Principle #2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Course objectives:

1. develop an interest and an appreciation for the complex interaction of development, cognition, motivation, attitudes, and teacher/student relationships in the learning process; (Principle 1,2, 3, 5, 6)
2. develop skills for maximizing school success of students with cognitive deficits, behavioral problems, and physical disabilities (Principle 1, 2, 3, 4)
3. read educational research critically and to glean from it what will be useful to you as a classroom teacher; (Principle 1,2, 3, 5, 6)
4. explore and practice effective teaching and classroom management approaches; (Principle 4, 7)
5. construct assessment and authentic assessments that support standards and enhance instruction (Principle 8)
6. practice applying reflective thinking to teaching and learning events through the analysis of course concepts and field experience observations. (Principle 1,2, 3, 9,)

Course Requirements: You will have 6 major assignments in this class:

- the field experience requirement (see field experience manual) (Assessment of INTASC Principles 9, 10 and Syllabus Goal 6)

- point opportunities (format will be discussed in class prior to the scheduled date)
  (Assessment of INTASC Principles 1, 2, 3, 4, 7, 8 and Syllabus Goals 1, 2, 4, 5)

- article critique and discussion (Students with Exceptionalities focus)
  (Assessment of INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8, 9 and Syllabus Goals 2 & 3)

- microteaching to be designed and presented in class, and a reflective response to its presentation
  (Assessment of INTASC Principles 4, 5, 6, 7, 8, 9 and Syllabus Goals 1, 4, 5, 6)

- final project
  (Assessment of INTASC Principles 1, 2, 3, 7, 9 and Syllabus Goals 1, 2, 3, 5)

- presentation of final project
  (Assessment of INTASC Principles 3, 4, 5, 6, 7, 8, 9 and Syllabus Goals 1, 2, 4, 6)

Other Expectations:
I expect you to attend class and to participate fully in discussion and activities. In order for you to be able to do this, you must keep up with reading assignments and come to class prepared to develop your **understanding** of the material. In other words, you are responsible for reading the textbook and for bringing thoughtful questions about the reading to class. Class time will be structured to make you active with course concepts. Many activities for this class will take place in small groups, and your absence or lack of preparation will inconvenience the entire class. If you miss class for any reason, you are responsible to notify me promptly and to obtain the day's materials, including handouts. *More than two unexcused absences may result in a lowered grade for the course. Pay careful attention to course deadlines because late work will be assigned a point penalty.*

Disclosure of learning disabilities is encouraged during the first week of the term and will be accommodated with timely presentation of required documentation.

The honor code applies to all aspects of this course, including the field experience.

Course Evaluation:

3 observation journal groups & reflective essay	(30 points)
4 point opportunities @ 15 pts each	(60 points)
reflective response to microteaching	(20 points)
final project	(45 points)
presentation of final project	(15 points)
article discussion and critique	(20 points)
participation	(10 points)
Course Total	**200 points**

I reserve the right to reward truly exceptional work by awarding a point bonus.

Grading Scale:

189 pts	A	156-163 pts	C+
184-188 pts	A-	150-155 pts	C
175-183 pts	B+	144-149 pts	C-
170-174 pts	B	138-143 pts	D+
164-169 pts	B-	130-137 pts	D
		124-129 pts	D-
		123 & below	F

Important websites for Lesson Planning Activities:
Please visit these sites before discussion of Chapter 13.

www.gettysburg.edu **(visit the Education department's website for links to standards in a variety of fields)**
www.mcrel.org
www.pde.psu.edu/standard/stan.html

Proposed Calendar

9-2	Introduction to class, reflection, classroom climate
9-4	Ch 13 Instructional Strategies
9-9	Ch 13 continued
9-11	Ch 1 Ed Psych & Teacher Decision Making; **Content Enhancement Routines Literature (read the e reserve article by Bulgren, Shumaker, & Deshler;** Field Experience Discussion Preparation
9-16	**Article Critique Jigsaw** (in class) (Exceptionalities Focus)
9-18	Ch 2 Cognitive & Linguistic Development
9-23	Ch 3 Personal, Social & Moral Development
9-25	Ch 4 Individual & Group Differences
9-30	Ch 5 Students with Special Educational Needs; **Content Enhancement Routines Instruction (framing, lincs)**
10-2	Ch 5 continued, **Turn in a plan for your final project, Microteaching begins (1)**

1st Field Experience Discussion Group Meetings 10-5 through 10-11

10-7	Individual Appointments
10-9	**Point Opportunity 1 (Content Enhancement Routines)**
10-13 & 10-14	Reading Days No class
10-16	Ch 6 Learning & Cognitive Processes; microteaching (2) continues*
10-21	Ch 7 Knowledge Construction; microteaching (3) continues*
10-23	Ch 8 Higher Level Thinking Skills; microteaching (4) continues*
10-28	Ch 9 Behaviorist Views of Learning; microteaching (5) continues*
10-30	**Point Opportunity 2 (Reading Road Map); Tell the Truth Participation Pt. Assessment Due (5 points)**

2nd Field Experience Discussion Group Meetings 11-2 through 11-8

11-4	Ch 10 Social Cognitive Views of Learning; microteaching (6) continues*
11-6	Ch 11 Motivation & Affect; microteaching (7) continues*
11-11	**Point Opportunity 3 (lesson planning)**
11-13	Ch 14 Creating & Maintaining a Productive Classroom Environment; microteaching (8) *

3rd Field Experience Discussion Group Meetings 11-16 through 11-21

11-18	Ch 15 Basic Concepts & Issues in Assessment
11-20	Ch 15 continued; **Final Reflective Essay due**

11-25	Ch 16 Classroom Assessment Strategies
11-27	Thanksgiving break
12-2	**Point Opportunity 4 (Assessment)**
12-4	Final Presentations begin
12-9	Final Presentations continue; **Final Projects due**
12-11	Final Presentations continue; Evaluate Class; **Tell the Truth Participation Point Assessment Due** (5 points)

Reading Days Dec 13 & 14; Dec 17

Final Exam Schedule December 15-December 20, Final Presentations continue

Section A:	Friday, December 19, 1:30-4:30
Section B:	Tuesday, December 16, 1:30-4:30

***Note: Reflection on your microteaching presentations will be due at the next class meetingafter your presentation.**

Microteaching topics:

1. **Physical growth patterns in school aged students**
2. **Developmental issues for children from diverse backgrounds and resiliency**
3. **Dating & Intimacy**
4. **Development of sexual orientation**
5. **Promoting emotional development in learners**
6. **Developmental milestones associated with adolescence**
7. **Promoting children's safe use of the internet**
8. **Family influence on child development**

Tell the Truth
(The Cardinal Rule for Assessment)

Class Participation Points Assessment Final Assessment

Name_____

As you know, your syllabus includes points for participation in this class. I want you to assess your midterm & final performance this term. It is important that you answer these questions honestly based on your effort. You know what you have been doing this term, and I am giving you the chance to evaluate your progress as a student of education by extending this opportunity to you. **I will complete my own assessment of each individual in the class as well, but I will consider the information you provide for me in my assessment.**

Objective of this activity: the student will rate level of participation in this class.

Directions: I would like you to carefully consider what it means to fully participate in a college class. I have articulated some criteria so that we have some common ground for comparison. Read the following criteria and check those behaviors and attitudes that **most apply** to your performance in this class. You must provide tangible supporting evidence.

Rate your performance: Consistently (C), Sometimes (S) or Rarely (R)

_____1, I challenge myself on all my assignments to complete my best work.

_____2. I exhibit a learning goal in this class rather than a performance goal. My focus is on developing my skills rather than obtaining a grade.

_____3. I contribute regularly to the class by volunteering information, participating in class discussion, and/or asking thoughtful questions.

_____4. I come to class prepared to do my part by keeping up with current reading and other assignments.

_____5. I behave professionally and am involved with my field experience.

_____6. I am an eager and active participant in group work and contribute ideas for the benefit of the group's learning.

_____7. I am responsible for my own work.

_____8. I notify the instructor in advance if I am not able to meet my obligations on time.

_____9. I take responsibility for my own learning by deeply reflecting on ideas and tasks related to my professional development.

_____10. I seek out ways to be a better learner, through related reading & involvement in supplementary activities.

_____11. I am prompt.

_____12. I attend class consistently.

_____13. Number of points you think you should be awarded (_____possible)

12. Comments & Evidence (Convince me!)

13. Contribute a question to ponder for the next Educational Psychology syllabus (optional):

14. Review the INTASC Standards/Principles listed on your syllabus and Pennsylvania's Code of Professional Practice and Conduct for Educators located in your field experience manual and comment on your personal progress toward these goals as a result of your coursework this semester.

15._____Points Awarded & Instructor's Feedback

Tell the Truth
(The Cardinal Rule for Assessment)

Class Participation Points Assessment--Midterm

Name_____

As you know, your syllabus includes points for participation in this class. I want you to assess your midterm & final performance this term. It is important that you answer these questions honestly based on your effort. You know what you have been doing this term, and I am giving you the chance to evaluate your progress as a student of education by extending this opportunity to you. **I will complete my own assessment of each individual in the class as well, but I will consider the information you provide for me in my assessment.**

Objective of this activity: the student will rate level of participation in this class.

Directions: I would like you to carefully consider what it means to fully participate in a college class. I have articulated some criteria so that we have some common ground for comparison. Read the following criteria and check those behaviors and attitudes that **most apply** to your performance in this class. You must provide tangible supporting evidence.

Rate your performance: Consistently (C), Sometimes (S) or Rarely (R)

_____1, I challenge myself on all my assignments to complete my best work.

_____2. I exhibit a learning goal in this class rather than a performance goal. My focus is on developing my skills rather than obtaining a grade.

_____3. I contribute regularly to the class by volunteering information, participating in class discussion, and/or asking thoughtful questions.

_____4. I come to class prepared to do my part by keeping up with current reading and other assignments.

_____5. I behave professionally and am involved with my field experience.

_____6. I am an eager and active participant in group work and contribute ideas for the benefit of the group's learning.

_____7. I am responsible for my own work.

_____8. I notify the instructor in advance if I am not able to meet my obligations on time.

_____9. I take responsibility for my own learning by deeply reflecting on ideas and tasks related to my professional development.

_____10. I seek out ways to be a better learner, through related reading & involvement in supplementary activities.

_____11. I am prompt.

_____12. I attend class consistently.

_____13. Number of points you think you should be awarded (_____possible)

14. Comments and Evidence (Convince me!)

15. Set a goal for the remainder of the semester:

16. Devise a concrete plan for implementing your goal:

17. _____Total points awarded & Instructor Feedback:

Department of Education Student Competency Checklist

Student's Name:_____ **Evaluator's Name:** _____

Please circle one of the following: strongly agree - (4) agree - (3) disagree (2) - strongly disagree – (1) no basis for judgment (nbj)

1) The student exhibits responsibility. 4 - 3 - 2 - 1 - NBJ
- Prepared for class
- Completes assignments & other responsibilities on time
- Contributes ideas to class discussion
- Evaluates own performance
- Self directed in initiating or remediating learning
- Attends class regularly
- Accepts feedback & works to improve

2) The student exhibits integrity. 4 - 3 - 2 - 1 - NBJ
- Accepts contributions of others
- Demonstrates pride in work
- Accepts challenging work
- Completes own work
- Contributes to group's performance
- Adheres rigorously to honor code
- Displays awareness of & sensitivity to social, cultural & religious differences

3) The student exhibits enthusiasm. 4 - 3 - 2 - 1 - NBJ
- Approaches learning positively
- Demonstrates desire to learn
- Shows concern for mastery of material
- Reads professional literature
- Shares knowledge with class

4) The student exhibits timeliness. 4 - 3 - 2 - 1 - NBJ
- Arrives for class on time
- Observes work submission deadlines
- Keeps appointments scheduled with professor & school personnel
- Shows responsibility in field experiences

5) The student exhibits acceptable oral communication 4 - 3 - 2 - 1 - NBJ
- Articulates ideas clearly
- Uses appropriate language
- Eliminates use of slang
- Works to improve oral presentation skills
- Contributes class discussion

6) The student exhibits acceptable written communication skills. 4 - 3 - 2 - 1 - NBJ
- Displays logical precise thinking & clear use of language
- Uses correct spelling
- Uses correct grammar
- Uses correct punctuation
- Uses proper paragraphing
- Uses transitions for readability
- Uses acceptable sentence construction >>>>>>>>>>

7) The student practices reflective thinking. **4 - 3 - 2 - 1 - NBJ**

- **Analyzes & interprets classroom & teaching events beyond a descriptive level**
- **Connects theory with practice**
- **Makes connections between prior knowledge and new information**

8) The student upholds the values articulated in the **Please circle: YES - NO**
Pennsylvania Code of Professional Practice and Conduce for Educators

- **Professional conduct, legal obligations, and quality service**
- **Recognition of their primary responsibility to the student & the student's potential**
- **Professional practices outlined in the Public School Code**
- **Appropriate relationships with students, a commitment to civil rights, & professional relationships**

8) Any other comments:

Signature of Evaluator: _____ **Date**_____

1/2003

Field Placement Observer
Evaluation Sheet

Student's Name: _____

Evaluator's Name: _____

Please circle one of the following: strongly agree – agree – disagree – strongly disagree – no basis for judgment
(4) (3) (2) (1) (nbj)

1) The student exhibits initiative 4 – 3 – 2 – 1 – NBJ
- Accepts constructive criticism
- Asks relevant questions
- Assumes responsibility for appropriate classroom interactions

2) The student exhibits enthusiasm 4 – 3 – 2 – 1 – NBJ
- Approaches field experiences positively
- Demonstrates desire to learn
- Appears motivated

3) The student exhibits responsibility, timeliness, and integrity 4 – 3 – 2 – 1 – NBJ
- Arrives on time
- Observes deadlines
- Keeps appointments
- Shows responsibility in field experiences

4) The student exhibits acceptable oral communication 4 – 3 – 2 – 1 – NBJ
- Uses appropriate language

5) The student displays professionalism 4 – 3 – 2 – 1 – NBJ
- Presents an appropriate appearance
- Displays good judgment in classroom interactions

Please circle:

6) The student upholds the values articulated in the YES – NO
Pennsylvania Code of Professional Practice and Conduct for Educators.
This includes the student demonstrating the following:
- Professional conduct, legal obligations, and quality service
- Recognition of their primary responsibility to the student and the student's potential
- Professional practices outlined in the Public School Code
- Appropriate relationships with students, a commitment to civil rights, and professional relationships

7) Any other comments:

Signature of Evaluator: _____ Date: _____

Appendix D

Educational Psychology Focus Questions

1. **Diversity and Demographics of your Placement**: How do the demographic characteristics of your school and its community affect your understanding and inform your ideas regarding education? To answer this question you will need to research in some detail the diversity of the student body, the staff, and the community in which school resides. How does the school's curriculum reflect the cultural diversity of these students? Include information on parent involvement, grading practices, and alignment of teachers' and students' cultural backgrounds.

2. **Cognitive Development**: In what ways does the teacher plan instruction to meet the zone of proximal development (i.e., how are the students helped to move beyond their current level of development?) In what ways do you observe students' cognitive development through their interactions with other students and/or the teacher? How does Piagetian stage theory or Vygotsky's sociocultural theory relate to instructional practice in this classroom? How does the teacher adapt instruction to meet the needs of learners? How can educators' actions and dialogue impact the classroom climate and therefore individual students' cognitive development?

3. **Language Development**: What does the teacher do to encourage language development? What language competencies do you observe in these students? How is literature used in this classroom? How much time is devoted to reading, writing, and speaking in this classroom? How do non-native speakers develop language skills from instruction in this classroom? How does the teacher respond to the diverse backgrounds, appearances, actions, behaviors, attitudes, beliefs, and social identities of students in the class? How do these characteristics affect acting, talking, and writing in the classroom?

4. **Psychosocial and Moral Development**: How does the pacing of instruction fit or not fit the psychosocial development of these students? How does the psychosocial development of students affect their academic performance? What evidence do you find of these students' moral development? How does the teacher communicate moral/ethical values to the students? How does the curriculum introduce and advance moral/ethical development of students? How does the teacher's philosophy communicate moral and ethical expectations for the students in the class?

5. **Behavioral Theory**: What examples of behavioral theory do you observe in this classroom? How effective is the teacher's use of behavioral principles? How is social learning taking place in this classroom? Discuss the effects of behavioral issues on learning.

6. **Cognitive/ Information Processing Theory**: What evidence do you see that students from different cultures engage in different cognitive processes to learn? How does the teacher apply cognitive theory in the classroom—use of schema, advanced organizers, concept mapping, study skills, metacognitive strategies, etc.? How are the methods of presenting concepts varied?

7. **Thinking Skills and Problem Solving**: What kinds of questions and authentic problem solving does the teacher present and how does questioning stimulate higher-level thinking? Do questions appear to vary in frequency or type according to the student's sex, ethnicity, class, etc.? How do problem solving and questioning utilize student interaction, cooperation, and/or socialization?

8. **Motivation**: In what ways could the design of instruction in this class be characterized as motivating or not motivating and why? Do certain types of lessons appear to be more motivating than others, or more motivating for some students rather than all? How do these students appear to be motivated—from intrinsic or extrinsic rewards? What differences are there among students? How do grades and tests appear to affect motivation? How does classroom climate affect motivation?

9. **Lesson Design and Instructional Effectiveness**: What are the goals for this lesson? What did the teacher want to accomplish? How does the teacher use praise? How much of the class time do students appear to be engaged in assigned activities (time on task)? Do the lessons appear to be geared to meet the needs of the individual students, particularly those with special needs? How does assessment reflect instructional effectiveness?

10. **Classroom Management**: Does the teacher employ an identifiable classroom management program? Would you characterize this teacher's management style as consistent with the teacher's identified philosophy? Why? Does the teacher's approach seem more effective with some students than with others and why? How does organization affect the flow of the classroom?

11. **Assessment and Evaluation**: How is testing used in this classroom? What do grades represent? What examples of performance assessment or alternative assessment do you observe in this class? How do students react to assessment? How much voice to students have in assessment practice? How well does a specific assessment adjust for individual differences and backgrounds? How does standardized testing drive instruction in this classroom?

12. **Multiple Perspectives of Learning**: What are the different learning styles exhibited in the classroom and how does the teacher promote the success of all students? How does the teacher choose appropriate instructional strategies for the learners in the classroom? How is self-regulation encouraged in students? What combinations of learning theory do you see demonstrated in this classroom?

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FACILITATOR OBSERVATION DISCUSSION/REFLECTION EVALUATION

NAME:
DATE:

CLASS PROFESSOR:
GROUP FACILITATOR:

(4=EXEMPLARY; 3=PROFICIENT; 2=SATISFACTORY; 1=UNSATISFACTORY)

SKILLS AND BEHAVIORS TO BE ASSESSED	RATING	NOTES/COMMENTS
Connections Identifies appropriate theory Links observations to experiences/class content		
Reflections Uses observations to compare to own ideas/philosophy Analyzes observations from different perspectives (Student perspective, teacher perspective) Raises moral and ethical issues (recognizes that teacher actions affect more than intended outcomes)		
Questions Raises questions about appropriateness of instruction (based on student characteristics, learning styles, teacher behavior, student engagement, etc.) Questions own prior beliefs Responds to issues brought up in discussion		
Participation Initiates own participation Encourages participation of others Focus is thorough and deep rather than superficial Takes risks by tackling complex issues and ideas Defends position based on thoughtful habits of the mind (awareness of dilemmas, arguments, uncertainties inherent in taking a position)		
Preparation Brings journal showing current observations Journal entries appear up-to-date and complete Attendance Oral communication skills Written communication skills JOURNAL SPOT CHECK: # hours completed_____ theory & practice connections: ___YES ___NO 1st person reflection ___YES ___NO		

COMMENTS/EVIDENCE:

BLUE FORM- FACILITATOR
ORANGE FORM - PARTICIPANT

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PARTICIPANT OBSERVATION DISCUSSION/REFLECTION EVALUATION

NAME:
DATE:

CLASS PROFESSOR:
GROUP FACILITATOR:

(4=EXEMPLARY, 3=PROFICIENT, 2=SATISFACTORY, 1=UNSATISFACTORY)

SKILLS AND BEHAVIORS TO BE ASSESSED	RATING	NOTES/COMMENTS
Connections Identifies appropriate theory Links observations to experiences/class content		
Reflections Uses observations to compare to own ideas/philosophy Analyzes observations from different perspectives (Student perspective, teacher perspective) Raises moral and ethical issues (recognizes that teacher actions affect more than intended outcomes)		
Questions Raises questions about appropriateness of instruction (based on student characteristics, learning styles, teacher behavior, student engagement, etc.) Questions own prior beliefs Responds to issues brought up in discussion		
Participation Initiates own participation Encourages participation of others Focus is thorough and deep rather than superficial Takes risks by tackling complex issues and ideas Defends position based on thoughtful habits of the mind (awareness of dilemmas, arguments, uncertainties inherent in taking a position)		
Preparation Brings journal showing current observations Journal entries appear up-to-date and complete Attendance Oral communication skills Written communication skills		

COMMENTS/EVIDENCE/PERSONAL GOALS FOR FUTURE GROWTH:

BLUE FORM- FACILITATOR
ORANGE FORM - PARTICIPANT

Professional Portfolio Evaluation Criteria

At the conclusion of the student teaching experience at Gettysburg College, students will be required to show mastery of the following standards developed by the Interstate new Teacher Assessment and Support Consortium (INTASC) in the professional portfolio and the portfolio presentation assessments. Other than the requirement of a personal statement of educational philosophy, the Education Department does not prescribe the content for the portfolio. Instead, we believe that students should demonstrate these criteria creatively in ways that are personally meaningful.

Explanation of Rating Scale (/points):

Beginning (1 point): The candidate demonstrates a basic level of knowledge and understanding, can perform discrete skills in the classroom at a beginning level, but does not think or perform skills independently, and describes teaching and learning events at low levels of reflection.

Developing (2 points): The candidate demonstrates a refined level of knowledge and understanding, integrates and applies knowledge and skills in the classroom with some assistance, demonstrates the potential to perform skills more independently, and examines teaching and learning events analytically.

Proficient (3 points): The candidate demonstrates an advanced level of knowledge and understanding, integrates and applies knowledge and skills across several areas in schools and classrooms independently, and examines own teaching and student learning critically.

Exemplary (4 points): The candidate demonstrates professional-quality teaching skills, a highly developed ability to integrate and apply knowledge and understanding in innovative and engaging way in the school classroom, and models continuous learning, growth and reflection at high and ethical levels.

Principle:

1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. 1 - 2 - 3 - 4
   Comments:
2) The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. 1 - 2 - 3 - 4
   Comments:
3) The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. 1 - 2 - 3 - 4
   Comments:
4) The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. 1 - 2 - 3 - 4
   Comments:
5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. 1 - 2 - 3 - 4
   Comments:
6) The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. 1 - 2 - 3 - 4
   Comments:
7) The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. 1 - 2 - 3 - 4
   Comments:
8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. 1 - 2 - 3 - 4
   Comments:
9) The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally. 1 - 2 - 3 - 4
   Comments:
10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. 1 - 2 - 3 - 4
   Comments:

TOTAL POINTS (out of 40): _____

Note: Your portfolio should be a professional document. As such, it should be presentable to teachers, administrators, interviewers, journalists, etc. It should, for example, have a table of contents and page numbers, be clear and concise, and be free of spelling and grammatical errors. While you will not receive extra points for this, you will be downgraded if these are not present. Excessive problems in one or more of these areas will result in the downgrading of your portfolio by a minimum of one letter grade.

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Portfolio Presentation Checklist
Grading Criteria

Presentation Skills (5 points)

_____Articulate and clear delivery utilizing proper grammar
_____Conveys enthusiasm and confidence, involves the audience
_____Maintains eye contact & posture
_____Pacing and speed of delivery
_____Demonstrates professionalism

Organization (5 points)

_____Prepared
_____Organized with a strong theme or clear main ideas
_____Respects assigned time
_____Creative/Interesting/Original
_____Designs appropriate closure for remarks
_____Includes professional visuals and variety that make the presentation more meaningful

Content (5 points)

_____Demonstrates educational philosophy in presentation
_____Analyzes practice and experiences contributing to professional growth using clear evidence
_____Uses self reflection

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